45 - THE IMPORTANCE OF KNOWLEDGE IN playful EDUCATION TEACHER OF PHYSICAL EDUCATION

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INTRODUCTION

The National Curriculum Physical Education brings a proposal that seeks to democratize, humanize and diversify pedagogical practice area, seeking to expand, a vision only biological, for a job that incorporates the dimensions of affective, cognitive and sociocultural students. Incorporates an organized way the main issues that the teacher should consider in developing their work.

It is known that the games and the games allow students incorporate new values, which are based on the respect for individual differences, teamwork, the democratic cohabitation inserted; respect for cultural diversity; using different kinds of language, ensuring the student learn from what we already know. This involves taking one for the teacher new attitude toward the educational practice , in which the same today can not be conceived as content-based , fragmented and distant from the reality of the students . For Piaget , (1994 . P , 158) , " the games become more significant as the child develops ," for free from the manipulation of various materials , it starts to rebuild objects , reinventing things , which requires a more complete adaptation , a progressive synthesis of assimilation to accommodation.

The school must ensure today's students to learn through playful , games , jokes , rhymes , songs already known , reflexive texts , paintings , dances , image analysis and other instruments that are considered as facilitators of teaching learning process , therefore enables students to develop creative action , discuss real situations and find joint solutions to the challenges posed . It is intended in this work to investigate the importance of knowledge in academic playfulness of the Physical Education teacher , so he incorporates into their strategies : game , sports , gymnastics and wrestling , ensuring a practice that includes playfulness .

BRIEF HISTORY OF PHYSICAL EDUCATION IN BRAZIL

The Physical Education has undergone significant changes to meet the level that it has today. In the last century , was bound military institutions and the middle class . Favored the education of the body with the goal of building a healthy and balanced physical organically , without any physical effort did not match the service slave. After long debate , in 1961 , the Law of Guidelines and Bases of Education guarantees the mandatory physical education for elementary and high school , their goals and pedagogical practices . In 1964 , the trend technicist prioritizes training of skilled labor .

In the '70s , Physical Education wins important functions for the maintenance of order and progress . In the 80s the effects of this model began to be felt and contested leading to having a profound identity crisis in the assumptions and in the very discourse of physical education. The focus became the psychomotor development of the student . The field was fertilized debates and the first productions appeared pointing towards the new trends of physical education : the creation of the first post-graduation, the return of Ph.D. professors outside of Brazil , the publications of a greater number of magazines and books , congresses and events of this nature . There has been a shift in focus area as their goals .

In schools , although it is recognized as an essential area , Physical Education must go a long way to be seen in its fullness , being able to be important reference that provides its students a unique learning experience to mobilize the affective , social , ethics and sexuality so intense and explanatory, which makes this area a knowledgeable teacher of his alunados . The Law of Guidelines and Bases of December 20, 1996 , seeks to integrate physical education in pedagogical school, and component Curricular Education , adjusting for age and condition of the school population . Currently , we seek an overshoot to also consider that the cultural , social, political and emotional , present in the living body , ie the body of people who interact and move as social subjects .

Conceptualizing : JOKES AND GAMES

There are many references to the use of play and games in Brazil . Over the years , the practices in the education of children and young people are increasingly permeated with play activities . For Vygotsky (1984 , P.34) : " The school and especially early childhood education should be considered as a partner and the playful use it widely to act on children's development . The toy creates a zone of proximal development in the child , what in real life goes unnoticed because it is natural , it becomes rule when brought to the game . "

Given these developments , it was called the games , the games and the use of toys in education as a leisure activity . Although some authors use this as a synonym thermology in education , other authors establish differences between each of these elements .

JOKES

As we seek the concept dictionary to find the definition joke " act of playing , fun , joke ." Child development stages beyond the biological and cognitive , also happens through playful . She needs to play to grow , you need the game as a way of balancing the world.

Vygotsky (1984 . P , 65) makes it clear that : " The joke is the predominant activity and constitutes a source of development to create zones of proximal development , to promote a situation through imaginative free play , children develop the initiative , expressed in their desires and internalized social norms . " In this sense , the social interactionist conceptions based on the assumption that the child learns and develops their cognitive structures to deal with the rule set , so the game promotes the development , because it is steeped in learning , allowing the seizure of the contents because they put subjects given the impossibility to solve in practice , their psychological needs .

For Oliveira , (2007 . P , 31) , the act of playing contributes to the process of knowledge acquisition . The act of playing , the child knows the properties of objects at the same time that can be put in the position of the other .

GAMES

The concept of games according to WIKIPEDIA , (2012 , P. 01) : " Gambling is any activity in which the rules are made or created in a restricted environment or even immediately . (...) They are structured or semi -structured activity , usually practiced for recreational purposes , and in some chaos, as an educational tool . "

To Antunes (2002 . P , 34) , " the game can be considered a metaphor for life , because it involves maneuvers , sway , swing, among other situations that are present in real life ." The imaginary situation that games provide , according to Vygotsky (1991 . P , 45) , force the child to find answers to what we experience . Now she uses the game not only as a representation of who lived but a unique experience .

The games and the games are to be seen as knowledge done and also doing. It is instructive , and requires its use intentionally and , being thus requires a plan of action that enables learning of mathematical concepts and cultural being undertaken in order to develop skills in problem solving , allowing students the opportunity to establish new social relations based on what you already know .

To KISHIMOTO , (1998 . P , 22) : " By allowing the manifestation of the child's imagination , through symbolic objects arranged intentionally , the pedagogical function subsidizes the development of the child . In this sense , any game in school employee , provided that it respects the nature of the act playful , presents an educational and can also receive the general name of educational game . " To ensure the educational game , the teacher needs to be aware of the needs of their students and seek challenging and interesting activities that allow the child their full development , in a natural and healthy.

INFLUENCES OF JOKES AND GAMES IN THE EDUCATIONAL PROCESS

Play activities chosen by teachers , and oportunizarem fun and learning how to own pedagogical function , should also consider the relationship of the people involved . It is through play that children construct their learning about the world : they live in, relates and culture in which it operates . Therefore , more and more researchers recommend that games occupy a prominent place . To SMITH, (2001 . P , 08) :

> [...] The changes necessary to meet new foundations and initial literacy can not be solved with a method of teaching , or with new readiness tests , nor with new teaching materials. And, above all , need to change the points where we do spend the lynchpin of our discussions .

Being that educational games and much stimulate students in the socialization . If we want to build creative beings , critical and able to make decisions , one of the requirements is the enrichment of everyday child with the insertion of the games , because reading and writing is not simply entangle words, and yes, express ideas, concepts , make this a form of language , is to make the individual be knowledgeable of the world , who may participate in its construction . And the role of the teacher is of paramount importance because it is he who creates spaces , available materials , participating in the games , or mediates the construction of knowledge and, therefore , need to be prepared .

For Friedmann (1996 . P , 75) " the game is not only a fun or recreation ." Currently the game can not be seen and not just confused as competition nor considered only imagination. The game is a physical or mental activity organized by a system of rules , is not only a way of fun, but are a means to contribute and enrich the intellectual development , provide the relationship between partners and groups . According to Vygotsky (1991 . P , 110) , the toy creates a zone of proximal development in the child , what in real life goes unnoticed because it is natural , it becomes rule when brought to the game . Schools have to seek in every way to captivate students , and this should be done since the early years of study, ie , let the children look increasingly interested in learning.

Emphasizes that it is through speech that the child is his world and learns in school from what you already know . According to this theory the children have the ability to solve more complex problems when there is interventionprofessor in the work that is being developed , leading them to move forward in their learning hypotheses and then solve them alone, for part of the prior knowledge to learn elaborate. As yet the author Vygotsky (1991 . P , 110) :

> It's the toy that the child learns to act in a cognitive sphere , instead of an external visual sphere , depending on the motivations and internal trends , and not the incentives provided by external objects . Objects lose their strength determiner . The child sees an object , but acts differently in relation to what she sees . Thus , a condition is reached in which the child begins to act regardless of what she sees .

This interest becomes even more interesting when learning is linked to the games . For using games as tools for studies , they end up getting involved in the process of integrating the children , in an entertaining way .

It is essential to show that studying is also fun , creativity and sociability . The playfulness is a work of pedagogical action focusing on the development and construction of language , gesture , sound, images , speech and writing , whose pedagogical practice is presented in the form of proposals for games and activities that allow the child to make decisions , think fast and be creative .

SCHOOL PHYSICAL EDUCATION : TOWARDS THE CONSTRUCTION OF A NEW IDENTITY

Although a Physical Education class bodily aspects are more evident , more easily observable , and learning is linked to practical experience , the student must be considered as a whole in which cognitive, affective and body are interrelated in all situations . According to the PCNs of Physical Education , (1997 , P. 22) :

> Not just the repetition of stereotyped actions , in order to automate them and play them . It is necessary for the student to take ownership of the process of building knowledge about the body and movement and build an autonomous ability to use its potential gestures. The process of teaching and learning in Physical Education , therefore, is not restricted to the simple exercise of certain skills and abilities , but to empower the individual to reflect on their possibilities and body with autonomy , exercise them in a socially and culturally significant and appropriate .

It is fundamental to this perspective the pedagogical practice of physical education the development of the notion of historicity of body culture . It is necessary that the student understands that the man was not born leaping , jumping , throwing , swinging , playing etc. . all these bodily activities were built in certain historical periods , with responses to certain stimuli , human needs or challenges

All educational process should set out its guiding principles , which suggested topics from which teachers can select content that should emerge from the concrete reality and dynamic world of the student . Considering a new understanding of this social reality , one new service that common sense suggests , the teacher guides you through the cycles , a new reading of reality by the student , with references increasingly wider . According to Group of Authors , (1993 , P. 87) :

> The contents selected, organized and systematized should promote a scientific conception of the world , the formation of interests and expressions of possibility and ability to know the nature and society . For this, the method should point the increase of creative activity and a system of social relations between men .

The practice of physical education in school may encourage the autonomy of students to monitor their own activities , regulating the effort , outlining goals , knowing the potential and limitations and knowing how to distinguish situations of bodywork that can be harmful . On this subject , NCPs Physical Education (2001 , p.33) emphasizes :

> The process of teaching and learning in Physical Education , therefore, is not restricted to the simple exercise of certain skills and abilities , but to empower the individual to reflect on their bodily capabilities and autonomy , exercise them in a socially and culturally meaningful and proper .

However , the mere repetition , performed mechanically and inattentive , besides being unpleasant , can result in an automatic stereotyped . Thus , in every situation , it is necessary that the teacher should analyze which of the gestures involved can be performed automatically without loss of quality , and which request your student's attention and control their execution . NCPs Physical Education (2001 . P 83) values diversity and difference :

> By distributing throughout the planning activities with emphasis on capacity balance, strength , speed , coordination , agility and pace fairly, or that require different skills are put into practice , the teacher enables the individual characteristics are valued .

Competitive activities in individual skills are evident and it is up to the teacher to organize them in order to democratize learning opportunities . It is utopian to want all advances are homogeneous and concurrent learning among students , since it reflects the diversity is a real factor . A physical education class has the power to transform these inequalities differences profitably . According to the PCN (2001 . P , 85) " the plurality of pedagogical actions presuppose that what makes students alike is precisely the ability to express themselves differently .

It is known that the reality of Brazilian schools available space for the practice of all the possibilities that the discipline of Physical Education features , not mostly adequate , it is the teacher 's creativity to enhance use in spaces already available and even seek new environments within the school to qualify their methodologies .

FINAL CONSIDERATIONS

Address the issue peculiar , became important because it is essential that the teacher working in this area know the whole historical context , especially because today is rescued and recognized as an important tool for training physical, organic , mental and even morals of children .

The play is a natural action of life , at the time the child plays works with various aspects such as physical, motor , emotional , social and cognitive development , becoming an important element in the process of development and learning . Therefore we emphasize that the playful is a significant dimension to be explored by professionals , specifically Professor of Physical Education . In this sense , different authors open discussions of studies on play and games , enabling educators serious reflection about teaching from playfulness , and how to ensure the students to learn by playing , creating challenging situations . Finally , this paper seeks to provide alternative support to teachers , supporting educational activities in order to pass the school offer a creative education , dynamic , responsible and committed to students' learning .

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THE IMPORTANCE OF KNOWLEDGE IN playful EDUCATION TEACHER OF PHYSICAL EDUCATION

ABSTRACT

Discussions on a posture that includes educational playfulness accentuated in the current school context , increasing the chances that students learn through meaningful practice , contextualized and dynamic . In this article: " The importance of knowing playfulness in academic research concepts , fundamentals and practices of playfulness , using it as a vehicle to work essential expressivity , affective , and psychomotor skills and sociability , in order to facilitate the development process teaching and learning of children and their full cognitive, physical, emotional and social , ie the integral development . To achieve this goal , education " playful " demand and help form the personality of the individual , developing your creativity , allowing you to earn your identity and your balance . The play activity , so it is of paramount importance , especially the physical education teacher who needs to contextualize these concepts in teaching . For this research, the method used was the literature , by renowned authors

and the laws governing physical education . It is intended to prove that playfulness can not be regarded as secondary , should especially get place in school, so that students feel the pleasure of discovery and become active participants and involved in the teaching-learning process .

KEYWORDS : Training , Playfulness , Learning , Student and Teacher .

L'IMPORTANCE DES CONNAISSANCES DANS L'ENSEIGNEMENT LUDIQUE PROFESSEUR D`ÉDUCATION PHYSIQUE

RÉSUMÉ

Les discussions sur une posture qui comprend ludique éducatif accentué dans le contexte scolaire actuel , qui augmente les chances que les élèves apprennent par la pratique significative, contextualisée et dynamique. Dans cet article: " L'importance de connaître enjouement dans les concepts de la recherche universitaire , les fondamentaux et les pratiques de l'espièglerie, l'utiliser comme un véhicule pour travailler expressivité essentielle , affectif et aptitudes psychomotrices et la sociabilité , afin de faciliter le processus de développement l'enseignement et l' apprentissage des enfants et leur pleine cognitif, physique , affectif et social , à savoir le développement intégral. Pour atteindre cet objectif , la demande d'éducation " ludique " et aider à former la personnalité de l'individu , de développer votre créativité , vous permettant de gagner votre identité et votre équilibre. L'activité de jeu , il est donc d'une importance capitale , en particulier le professeur d'éducation physique qui a besoin de contextualiser ces concepts dans l'enseignement. Pour cette recherche, la méthode utilisée était la littérature, par des auteurs de renom et les lois régissant l'éducation physique . Il est destiné à prouver que enjouement ne peut pas être considérée comme secondaire , devrait surtout se place à l'école , de sorte que les élèves se sentent le plaisir de la découverte et de devenir des participants actifs et impliqués dans le processus d'enseignement-apprentissage. .

MOTS-CLÉS: la formation , de l'espièglerie , l'apprentissage, l'élève et l'enseignant .

LA IMPORTANCIA DEL CONOCIMIENTO EN JUGUETÓN FORMACIÓN DE EDUCACIÓN FÍSICA

RESUMEN

Las discusiones sobre una postura que incluye lúdico educativo acentúa en el contexto escolar , aumentando las posibilidades de que los estudiantes aprenden a través de la práctica significativa , contextualizada y dinámica. En este artículo: " La importancia de conocer la alegría en los conceptos de investigación académica , los fundamentos y las prácticas de la alegría, de utilizarlo como vehículo para trabajar la expresividad esencial , afectivo y psicomotor y la sociabilidad , a fin de facilitar el proceso de desarrollo la enseñanza y el aprendizaje de los niños y su plena cognitivas , físicas, emocionales y sociales , es decir, el desarrollo integral. Para lograr este objetivo , la educación demanda " lúdica " y ayudan a formar la personalidad del individuo, el desarrollo de su creatividad, lo que le permite obtener su identidad y su equilibrio. La actividad de juego , por lo que es de suma importancia , sobre todo el maestro de educación física que necesita para contextualizar estos conceptos en la enseñanza. Para esta investigación , el método utilizado fue la literatura , de autores reconocidos y de las leyes que rigen la educación física. Su objetivo es demostrar que la alegría no puede ser considerada como algo secundario , sobre todo deben tener lugar en la escuela, para que los estudiantes sientan el placer del descubrimiento y se convierten en participantes activos e involucrados en el proceso de enseñanza -aprendizaje.

PALABRAS CLAVE : Formación, alegría, aprendizaje , estudiante y profesor .

A IMPORTÂNCIA DO CONHECIMENTO LÚDICO NA FORMAÇÃO ACADÊMICA DO PROFESSOR DE EDUCAÇÃO FÍSICA

RESUMO

As discussões sobre uma postura educativa que contempla a ludicidade acentuam-se no atual contexto escolar, ampliando as possibilidades de que aluno aprenda através de uma prática significativa, contextualizada e dinâmica. Nesse artigo: “A importância do conhecimento lúdico na formação acadêmica investiga conceitos, fundamentos e práticas da ludicidade, utilizando-a como um veículo imprescindível para trabalhar a expressividade, afetividade, bem como sociabilidade e psicomotricidade, de forma que facilite o desenvolvimento do processo de ensino aprendizagem da criança e o seu pleno desenvolvimento cognitivo, físico, emocional e social, ou seja, o desenvolvimento integral. Para atingir esse objetivo, a educação “lúdica” procura e ajuda formar a personalidade do indivíduo, desenvolvendo sua criatividade, permitindo-lhe conquistar sua identidade e seu equilíbrio. A atividade lúdica, portanto é de suma importância, principalmente ao professor de Educação Física que precisa contextualizar esses conceitos na docência. Para essa pesquisa, o método utilizado foi o bibliográfico, através de autores conceituados e das leis que regem a Educação Física. Pretende-se comprovar que a ludicidade não pode ser encarada como secundária, deve sobretudo, obter lugar de destaque na escola, a fim que os educandos sintam o prazer da descoberta e se tornem protagonistas ativos e envolvidos no processo ensino-aprendizagem.

PALAVRAS-CHAVE: Formação, Ludicidade, Aprendizagem, Aluno e Professor.